

## EDNET Faculty Training for the Concurrent Enrollment College Teacher

# EDNET Faculty Training for the Concurrent Enrollment Teacher

The USOE EDNET faculty trainer has prepared a summary of topics that should be presented to **college faculty** who will be teaching EDNET Concurrent Enrollment students in the high school setting. **Concurrent enrollment instructors** may not be familiar with several critical legal constraints imposed on any course going into public schools. The key is: **What should college instructors know about teaching secondary students? What can they do and not do in the high school classroom?**

Page 3 is a suggested lesson plan for the EDNET trainer, and pages 4-7 contain the training guidelines and references. The other pages are resources for study. Your trainer today has a more detailed reference manual if necessary.

# EDNET Faculty Training for the Concurrent Enrollment College Teacher

## Teaching Lesson Plan for the Concurrent Enrollment EDNET Faculty Trainer

The materials on pages 103-108 have been carefully reviewed to reflect the important areas of teaching high school students that college instructors typically do not deal with in their higher education roles. The topics are specific to our state and are mandated by the Utah State Code and the Utah State Board of Education.

The topics are:

*Utah Core Curriculum, Lesson Plans, Resources for Teachers*  
*Healthy Lifestyles Curriculum*  
*HIV/AIDS Curriculum*  
*Character Education*  
*Academic Freedom, Teacher Responsibilities, First Amendment Rights*  
*Parental Rights Act*

The concurrent enrollment EDNET faculty trainer should take approximately one hour to share this information with the college concurrent enrollment instructors in the EDNET faculty training seminar. The EDNET Public Education Programming Committee has stated (February 24, 1998) that ALL instructors (high school or college concurrent enrollment instructors) teaching classes to high school students must complete the EDNET Faculty Training Course and receive certification. College instructors teaching to other nonconcurrent enrollment students are not under this mandate.

### Proposed Teaching Outline

- Purpose:** To inform college/high school teachers about teaching requirements and responsibilities in Utah public schools.
- Objective:** At the conclusion of this unit (one hour), the college/high school teacher should be able to list the six major topics and briefly explain the significance of each as it applies to the high school student and school.
- Materials:** Handout: Preparing Teachers for EDNET Technology Resource Manual.
- Presentation:** Review each topic as shown on pages 100-106.  
Presenter could prepare overheads, Powerpoint presentation, etc.  
Discuss each topic as it relates to high school students.  
Point out that all six topics are mandated by State Board policy and Utah Law and as such are not open for debate.
- Conclusion:** Ask for comments, questions, etc., from the college/high school teachers in the class. If questions need to be researched further, consult the resource manual or contact:
- George T. W. Miller Jr.  
EDNET Faculty Training Specialist  
Utah State Office of Education  
250 East 500 South  
Salt Lake City, Utah 84111  
(801) 538 7790 phone  
(801) 538 7718 fax  
gtmiller@usoe.k12.ut.us

# EDNET Faculty Training for the Concurrent Enrollment College Teacher

*Note: Items 1, 2, 4, and 5 are typically “covered” in a regular EDNET faculty training workshop. The other items should be of particular interest for the college instructor.*

1. State of Utah’s EDNET System:
  - Technical and organizational infrastructure.
  - Technology of distance education.
  - Programming, training, coordination of events throughout the year.
2. Role and Responsibilities:
  - Program providers of distance learning.
  - Program recipients, tuitions, fees, registration procedures.
  - Definition of Concurrent Enrollment over the EDNET (see page 104).
  - The high school system, EDNET staff at the high school, and support services.
3. Preparation of Materials:
  - Alignment to Utah Core Curriculum (see page 104).
    - <http://www.usoe.k12.ut.us/curr/instruction.html>
    - College course content should align with the Core Curriculum.
    - College course content outside the bounds of the Core Curriculum must be approved.
    - College teachers should know if his/her class “counts” toward graduation credit and be knowledgeable of academic requirements, grading, and eligibility standards (sports, scholarships, etc.) at the high school.
  - \* Knowledge of laws and regulations regarding:
    - Healthy Lifestyles (see page 105).
      - a. <http://www.uen.org/utahlink/UtahCore/Health.html>
    - AIDS/HIV instruction (see page 105).
      - a. [http://www.usoe.k12.ut.us/curr/health/hiv/aids\\_home.html](http://www.usoe.k12.ut.us/curr/health/hiv/aids_home.html)
      - b. Resource Guide for Parents and Teachers on Teaching Human Sexuality, High School Level, Utah State Office of Education, 250 East 500 South, SLC, UT 84111, December 1994.
    - Character Education Plan (see page 105).
      - a. Values clarification issues.
      - b. [http://www.usoe.k12.ut.us/curr/char\\_ed/ched\\_home.html](http://www.usoe.k12.ut.us/curr/char_ed/ched_home.html)
    - Academic freedom, teacher responsibilities, First Amendment rights, etc.
      - a. Freedom of speech (speech defined here as dialog, text, visuals, music).
      - b. Are there restrictions for the high school instructor? YES!
      - c. Are there restrictions for the high school student? YES!
      - d. Note: See resources page 103
    - Parental Rights Act.
      - a. Limitations on the type of personal questions that can be asked on psychological tests that are administered to secondary students.
4. Effective Instructional Techniques for Distance Learning Secondary Students:
  - Application of effective teaching techniques on EDNET.
  - Research into distance education issues.
  - Assessment and monitoring student progress.
5. Mini-Teaching Activity:
  - All EDNET teachers (teaching high school students) must complete a required 20-hour certification course on technical and pedagogical techniques and teach a seven-minute mini-lesson over the EDNET while being critiqued by their peers and the instructor.

# **EDNET Faculty Training for the Concurrent Enrollment College Teacher**

## **Resources for Concurrent Enrollment EDNET teachers**

These materials are for the EDNET Faculty Trainer only. Handouts may be given to teachers. Contact the EDNET Faculty Training Specialist at USOE for the materials listed below.

Cyberspace Law (Internet Posting #40) - Definitions of educators, providers

Cyberspace Law (Internet Posting #42) - Capacity of the government to restrict speech

Cyberspace Law (Internet Posting #47) - Speech harmful to minors, rules against

Cyberspace Law (Internet Posting #58) - Free speech regulation on college and high school campuses

Cyberspace Law (Internet Posting #59) - Government as subsidizer or speaker

UEN's (UtahLINK) Acceptable Use Policy for computer network use

UEN's Acceptable Use Policy - Information resources (UtahLINK, EDNET, KUED, KULC)

Annual Report of the Utah State Superintendent of Public Instruction 1994-1995  
(definition of Concurrent Enrollment and Healthy Lifestyles curriculum goals)

Utah State Core Curriculum—Graduation Requirements

Utah State Core Curriculum (7100) Personal Health (7-12th grade)

Utah State Core Curriculum (7150) Consumer Health (7-12th grade)

Rule on Authority and Purpose of the State Board of Education (from Doug Bates' office Dec 12, 1996). Rules regarding unpopular and controversial views, academic freedom issues.

*Bethel v. Fraser*. An extensive analysis of the free speech of students and the responsibility of the school board to restrict certain aspects of free speech in a constitutional method.

State System of Public Education (53A-13-101)

Instructions in health, parental consent, speech of employees, political and religious doctrine that are prohibited; becoming a model citizen, maintaining constitutional freedom in the public school.

Resource Guide for Parents and Teachers on Teaching Human Sexuality. High School Level, Utah State Office of Education, 250 East 500 South, SLC, UT 84111, December 1994.

Instructional guide to accompany Resource Guide for Parents and Teachers on Teaching Human Sexuality. Excellent guidelines. *Utah Law and State Board of Education policy*.

Character Education Plan – Resource materials prepared by Kristin Fink, Educational Specialist at the Utah State Office of Education.

# **EDNET Faculty Training for the Concurrent Enrollment College Teacher**

## **Concurrent Enrollment**

\* Modifications were made in the Concurrent Enrollment Program in response to changes in the law by the 1994 Legislature. Students are no longer charged tuition for participation in the program, and the number of courses taught on the high school campus increased. Concurrent Enrollment continues to enable students to save time as well as college tuition and living expenses by earning up to an entire year of college credit while still in high school. In 1994-95, a total of 9,180 students participated, which was 6,745 more than in 1987-88. These students earned a total of 84,996 quarter hours of college credit, a 363 percent increase since the program began (Annual Report of the Utah State Superintendent of Public Instruction, 1994-95, <http://www.usoe.k12.ut.us/pubs/supt95.html>).

## **The Utah Core Curriculum**

\* The EDNET Concurrent Enrollment teacher must have his/her curriculum approved by the EDNET programming committee prior to teaching the class on the EDNET distance learning network.

\* The Core Curriculum should be made available to college instructors. The content of the college course should contain that material. If the high school grants high school credit for the college class, then that college course should align with the Core. Content outside the bounds of the Core must be approved by the USOE Curriculum Specialist over that particular curriculum area.

\* The Core Curriculum is found on the Internet at...  
**<http://www.usoe.k12.ut.us/curr/instruction.html>**

\* Graduation requirements (as set forth by the State Board of Education) should be shown to the college instructor.

## **EDNET Faculty Training for the Concurrent Enrollment College Teacher**

### **Healthy Lifestyles/Health Education/HIV-AIDS Instruction**

\* As mentioned earlier, the Core Curriculum for these areas must be shown to the college instructor. They can be accessed at the following sites:

**<http://www.uen.org/utahlink/UtahCore/Health.html>**

**[http://www.usoe.k12.ut.us/curr/health/hiv/aids\\_home.html](http://www.usoe.k12.ut.us/curr/health/hiv/aids_home.html)**

\* Because of the sensitive nature of teaching human sexuality, the college instructor should become familiar with the guidelines set forth by the State Board of Education. The resource guide will be given to each EDNET college teacher working with high school students.

\* An educator may not intentionally elicit comments or questions subject to the parental consent requirement. (See Utah State School Board Policy-Resources).

\* State law and Utah State Board Policy are found in resource materials.

### **Character Education Plan**

\* As mentioned above, the Core Curriculum for this area must be shown to the college instructor. It can be accessed at:

**[http://www.usoe.k12.ut.us/curr/char\\_ed/ched\\_home.html](http://www.usoe.k12.ut.us/curr/char_ed/ched_home.html)**

\* Values clarification topics should not be used in high school classes. The open-ended nature of values clarification does not necessarily lead to the Character Education Plan elements as set forth by the State Board of Education.

\* Utah State Code (Section 53-14-4.3) requires that:

*\* Honesty, temperance, morality, courtesy, obedience to law, respect for the Constitution of the United States and the state of Utah, respect for parents and home, and the dignity and necessity of honest labor and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students for a richer, happier life shall be taught in connection with regular school work.*



## **Utah State Law Mandates That:**

1. The public schools will teach morality. (In the opinion of the attorney general, "It is clearly appropriate that the public schools teach chastity to their students.")
2. There will be prior parental consent before including any aspect of contraception in the curriculum.
3. Students will receive instruction about communicable diseases.
4. Students will be specifically taught about AIDS.

## **The Follow May NOT Be Taught:**

1. The intricacies of intercourse, sexual stimulation, erotic behavior, etc.
2. The acceptance of, or advocacy of, homosexuality as a desirable or acceptable sexual adjustment or lifestyle.
3. The advocacy or encouragement of contraceptive methods or devices by unmarried minors.
4. The acceptance of or advocacy of "free sex," promiscuity, or so-called "new morality."

## **Utah State School Board Policy Requires That:**

- I. An educator may not intentionally elicit comments or questions about matters subject to parental consent requirements under this policy. Responses permitted under this section must be brief, factual, objective, and in harmony with content requirements of the policy regarding the importance of marriage and the family, abstinence from sexual activity before marriage, and fidelity after marriage. Responses must be appropriate to the age and maturity of the students involved, and limited in scope to that reasonably necessary under the circumstances. Students shall then be referred to their parents for further information. A response made in compliance with the requirements of the sections shall not be considered to be a violation of the parental consent requirements of this policy.
- II. Districts must develop a process for implementing parental or guardian review and consent prior to instruction of the AIDS standards and objectives.



## How to Handle Sensitive Questions

When a student asks an awkward, embarrassing, or personal question, **HOW** you answer can be as important as **WHAT** you answer. The following guidelines may help you:

---

WHAT	WHY	TECHNIQUE/RESPONSE
1. Legitimize the question.	Let the student know you have heard and understood the question.	"That's a good question; lots of students your age ask about that."
2. React positively.	No matter how unusual or revealing the student's question, she/he needs to know you won't reject it. The student may be embarrassed to ask the question.	Look the student in the eye and smile. "I'm glad you asked that. I know it must be hard for you to talk about this. I'm really glad you asked."
3. Be careful of your own negative feelings.	Don't let your feelings trouble the students. Remember, a negative response cuts off communication.	Keep body language relaxed. React positively, as above, and avoid put-downs, i.e., "You're too young. Where did you get that idea?"
4. Don't laugh or make jokes about the student's question.	Many questions may seem humorous because they are based upon misconceptions or lack of information. A serious question deserves a serious response.	"A lot of people think that, but actually..."
5. If you are embarrassed, admit it.	Students can learn from your response that even adults can suffer embarrassment.	"This is a little hard for me to talk about, but I'll try to answer as best I can. When I was young, no one would talk to me about..."
6. If you don't know, say so.	Admit early on that you may not know all the answers. Agree to follow up on questions you can't answer.	"That's a good question. I'd like to know that answer myself. Suppose I find out and let you know tomorrow?"
7. If you can't answer the question, refer the student to someone who can.	This applies if you are too uncomfortable to answer or if district policy prevents you from answering.	"That's a good question; I wish I could answer it but..." (give reason) "Why don't I go with you to ask..." (as consistent with local policy)
8. Be open-ended regarding questions and encourage family involvement.	Some questions will come later.	"I'm always glad to talk with you." "I'll be available after school if more questions come up." "Is there someone at home you can discuss this with?"
9. Preserve the student's confidence.	In cases such as sexual or physical abuse, you must follow district guidelines in referral, but don't forget the student's trust.	Privately explain your legal responsibility to the student. "I'll have to tell (agency) about this; they help people who have this problem. I can be with you when they speak to you if you want."

**STANDARDS AND OBJECTIVES  
FOR JUNIOR HIGH SCHOOL STUDENTS  
PERSONAL HEALTH**

**Standard 7150-02**

The students will demonstrate an understanding of human sexuality, its psychological, social, emotional, and physical implications of developing and maintaining a responsible healthy lifestyle.

**Objectives 7100-0201                      0209**

- \* Identify the physical and emotional aspects of relationships and apply effective communication skills.
- \* Recognize the physical, social, and emotional development that occurs during adolescence.
- \* Understand the anatomy and physiology of the male and female reproductive systems.
- \* Identify the benefits of sexual abstinence.
- \* Recognize factors that influence decision making.
- \* Develop and apply decision making and refusal skills.
- \* Demonstrate a knowledge of conception, fetal development, and prenatal care necessary to make responsible choices.
- \* Recognize the impact teen pregnancies have on quality of life, changes of lifestyle, and incidence of child abuse.-
- \* Discuss the legal, social, and emotional implications associated with pornography, sexual abuse, incest, rape, and sexual harassment.

**STANDARDS AND OBJECTIVES  
FOR SENIOR HIGH SCHOOL STUDENTS  
CONSUMER HEALTH**

**Standard 7150-02**

The students will demonstrate an understanding of the psychological, emotional, social, moral/ethical/spiritual and physical aspects of human sexuality and their implications on developing and maintaining a responsible healthy lifestyle.

**Objectives 7150-0201            0209**

- \* Discuss responsible sexual behavior, stressing the short- and long term benefits of strong families, abstinence, and fidelity.
- \* Recognize the impact of sexual behavior on one's goals and self esteem.
- \* Develop the mind set and skills that promote responsible principle centered decision making when responding to peer, media, societal, and family influences.
- \* Discuss the physical and emotional aspects of relationships and the impact they have on dating, the family, marriage, love, and infatuation.
- \* Discuss maturation and the stages of sexual development throughout the life cycle.
- \* Discuss the anatomy and physiology of the male and female reproductive systems.
- \* Discuss conception, fetal development, birth defects, the risk factors involved in pregnancy, and the birth process.
- \* Recognize the impact teen pregnancies have on quality of life, incidence of child abuse, and changes of lifestyle.
- \* Discuss the legal, social, and emotional implications associated with pornography, prostitution, sexual abuse, incest, and rape.

# ***CORE STANDARDS HIV/AIDS EDUCATION***

## **GRADE LEVEL STAND'ARD**

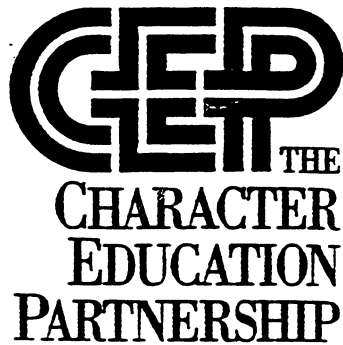
3 through 6	7030-06	The students will develop an understanding of diseases and the immune system and how the disease AIDS compares and differs with other diseases. (7040, 7050, and 7060 for grades 4, 5, and 6 are the same as 7030.)
and 8	7100-04	The students will understand factors that lead to high risk lifestyles, including disease prevention.
9 through 12	7150-04	The students will understand current practices associated with high risk lifestyles, and the control of disease.

# SCOPE OF TEACHING BY GRADE

GRADE	STANDARD	WHAT IS TAUGHT
3 -4	7030, 7040-06	<p>How AIDS is like other diseases.</p> <p>AIDS is difficult to contract and usually does not affect children.</p> <p>How AIDS is NOT contracted.</p> <p>Scientists are searching for a cure.</p> <p>Decision-making and peer-refusal skills.</p>
5 - 6	7050, 7060-06	<p>Define viruses, how they transmit disease, five viral diseases.</p> <p>People infected with virus can infect other, yet have no symptoms.</p> <p>Define AIDS, very serious because it can kill, and there is no cure.</p> <p>Define opportunistic diseases.</p> <p>Epidemic, pandemic, why AIDS is pandemic.</p> <p>Primary modes of transmission.</p> <p>How a few health-care workers have become infected.</p> <p>How AIDS is NOT transmitted.</p> <p>Decision-making and peer-refusal skills.</p>

# *SCOPE OF TEACHING BY GRADE*

<b>GRADE</b>	<b>STANDARD</b>	<b>WHAT IS TAUGHT</b>
7- 8	7100-04	Physiology of AIDS, viruses, immune system, opportunistic diseases. Modes of transmission, myths, epidemic, pandemic, research. Prevention (with parental consent), responsible behavior, condoms not 1 00% effective. Recent treatments, tests, research, drug testing. Social implication, rights, costs, impact on society. Decision-making and peer-refusal skills, including practice.
9-1 2	7150-04	Same as for 7 and 8, at appropriate level of understanding.



# ELEVEN PRINCIPLES

## of Effective Character Education

By Tom Lickona  
Eric Schaps  
Catherine Lewis

*There is no single script for effective character education, but there are some important basic principles. The following eleven principles serve as criteria that schools and other groups can use to plan a character education effort and to evaluate available character education programs, books, and curriculum resources.*

**1. Character education promotes core ethical values as the basis of good character.** Character education holds, as a starting philosophical principle, that there are widely shared, pivotally important core ethical values -- such as caring, honesty, fairness, responsibility, and respect for self and others -- that form the basis of good character. A school committed to character education explicitly names and publicly stands for these values; promulgates them to all members of the school community; defines them in terms of behaviors that can be observed in the life of the school; models these values; studies and discusses them; uses them as the basis of human relations in the school; celebrates their manifestations in the school and community; and upholds them by making all school members accountable to standards of conduct consistent with the core values.

In a school committed to developing character, these core values are treated as a matter of obligation, as having a claim on the conscience of the individual and community. Character education asserts that the validity of these values, and our obligation to uphold them, derive from the fact that such values affirm our human dignity; they promote the development and welfare of the individual person; they serve the common good; they meet the classical ethical tests of reversibility (Would you want to be treated this way?) and universalizability (Would you want all persons to act this way in a similar situation?); and they define our rights and responsibilities in a democratic society. The school makes clear that these basic human values transcend religious and cultural differences and express our common humanity.

**2. "Character" must be comprehensively defined to include thinking, feeling, and behavior.** In an effective character education program, character is broadly conceived to encompass the cognitive, emotional, and behavioral aspects of the moral life. *Good character consists of understanding, caring about, and acting upon core ethical values.* The task of character education therefore is to help students and all other members of the learning community know "the good," value it, and act upon it. As people grow in their character, they will develop an increasingly refined understanding of the core values, a deeper commitment to living according to those values, and a stronger tendency to behave in accordance with those values.

**3. Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.** Schools committed to character education look at themselves through a moral lens and see how virtually everything that goes on in school affects the values and character of students. An *intentional* and *proactive* approach plans deliberate ways to develop character, rather than simply waiting for opportunities to occur. A *comprehensive* approach uses all aspects of schooling – the teacher's example, the discipline policy, the academic curriculum (including the drug, alcohol, and sex education curriculum), the instructional process, the assessment of learning, the management of the school environment, relationships with parents, and so on – as opportunities for character development. "Stand alone" character education programs can be useful first steps or helpful elements of an ongoing effort but must not be considered a substitute for a holistic approach that integrates character development into every aspect of school life.

**4. The school must be a caring community.** The school itself must embody good character. It must progress toward becoming a microcosm of the civil, caring, and just society we seek to create as a nation. The school can do this by becoming a moral community that helps students form caring attachments to adults and to each other. These caring relationships will foster both the desire to learn and the desire to be a good person. All children and adolescents have a need to belong, and they are more likely to internalize the values and expectations of groups that meet this need. The daily life of classrooms, as well as all other parts of the school environment (e.g., the corridors, cafeteria, playground, and school bus), must be imbued with core values such as concern and respect for others, responsibility, kindness, and fairness.

**5. To develop character, students need opportunities for moral action.** In the ethical as in the intellectual domain, students are constructive learners; they learn best by doing. To develop good character, they need many and varied opportunities to apply values such as responsibility and fairness in everyday interactions and discussions. By grappling with real-life challenges -- how to divide the labor in a cooperative learning group, how to reach consensus in a class meeting, how to carry out a service learning project, how to reduce fights on the playground -- students develop practical understanding of the requirements of fairness, cooperation, and respect. Through repeated moral experiences, students can also develop and practice the moral skills and behavioral habits that make up the action side of character.

**6. Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.** Character education and academic learning must not be conceived as separate spheres; rather there must be a strong, mutually supportive relationship. In a caring classroom and school where students feel liked and respected by their teachers and fellow students, students are more likely to work hard and achieve. Reciprocally, when students are enabled to succeed at the work of school, they are more likely to feel valued and cared about as persons.

Because students come to school with diverse skills, interests and needs, a curriculum that helps all students succeed will be one whose content and pedagogy are sophisticated enough to engage all learners. That means moving beyond a skill-and-drill, paper-and-pencil curriculum to one that is inherently interesting and meaningful for students. A character education school makes effective use of active teaching and learning methods such as cooperative learning, problem-solving approaches, experience-based projects, and the like. One of the most authentic ways to respect children is to respect the way they learn.



## **7. Character education should strive to develop students' intrinsic motivation.**

As students develop good character, they develop a stronger inner commitment to doing what their moral judgment tells them is right. Schools, especially in their approach to discipline, should strive to develop this intrinsic commitment to core values. They should minimize reliance on extrinsic rewards and punishments that distract students' attention from the real reasons to behave responsibly: the rights and needs of self and others. Responses to rule-breaking should give students opportunities for restitution and foster the students' understanding of the rules and willingness to abide by them in the future.

Similarly, within the academic curriculum, intrinsic motivation should be fostered in every way possible. This can be done by helping students experience the challenge and interest of subject matter, the desire to work collaboratively with other students, and the fulfillment of making a positive difference in another person's life or in their school or community.

## **8. The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.**

Three things need attention here. First, all school staff—teachers, administrators, counselors, coaches, secretaries, cafeteria workers, playground aides, bus drivers—must be involved in learning about, discussing, and taking ownership of the character education effort. All of these adults must model the core values in their own behavior and take advantage of the other opportunities they have to influence the character of the students with whom they come into contact.

Second, the same values and norms that govern the life of students must govern the collective life of the adult members of the school community. If students are to be treated as constructive learners, so must adults. They must have extended staff development and many opportunities to observe and then try out ways of integrating character education practices into their work with students. If students are given opportunities to work collaboratively and participate in decision-making that improves classrooms and school, so must adults. If a school's staff members do not experience mutual respect, fairness, and cooperation in their adult relationships, they are less likely to be committed to teaching those values to students.

Third, the school must find and protect time for staff reflection on moral matters. School staff, through faculty meetings and smaller support groups, should be regularly asking: What positive, character-building experiences is the school already *providing* for its students? What negative moral experiences (e.g., peer cruelty, student cheating, adult disrespect of students, littering of the grounds) is the school currently *failing to address*? And what important moral experiences (e.g., cooperative learning, school and community service, opportunities to learn about and interact with people from different racial, ethnic, and socioeconomic backgrounds) is the school now *omitting*? What school practices are at odds with its professed core values and desire to develop a caring school community? *Reflection of this nature is an indispensable condition for developing the moral life of a school.*

## **9. Character education requires moral leadership from both staff and students.**

For character education to meet the criteria outlined thus far, there must be leaders (a principal, another administrator, a lead teacher) who champions the effort and, at least initially, a character education committee (or several such support groups, each focused on a particular aspect of the character effort) with responsibility for long-range planning and program implementation. Over time, the functions of this committee may be taken on by the school's regular governing bodies. Students should also be brought into roles of moral leadership through student government, peer conflict mediation programs, cross-age tutoring, and the like.

## **10. The school must recruit parents and community members as full partners in the character-building effort.**

A school's character education mission statement should state explicitly what is true: Parents are the first and most important moral educators of their children. Next, the school should take pains at every stage to communicate with parents about the school's goals and activities regarding character development – and how families can help. To build trust between home and school, parents should be represented on the character leadership committee that does the planning, the school should actively reach out to "disconnected" subgroups of parents, and all parents need to be informed about – and have a chance to react and consent to – the school's proposed core values and how the school proposes to try to teach them. Finally, schools and families will enhance the effectiveness of their partnership if they recruit the help of the wider community – businesses, religious institutions, youth organizations, the government, and the media – in promoting the core ethical values.

## **11. Evaluation of character education should assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.**

Effective character education must include an effort to assess progress. Three broad kinds of outcomes merit attention:

(a) **The character of the school:** To what extent is the school becoming a more caring community? This can be assessed, for example, with surveys that ask students to indicate the extent to which they agree with statements such as, "Students in this school [classroom] respect and care about each other," and "This school [classroom] is like a family."

(b) **The school staff's growth as character educators:** To what extent have adult staff – teaching faculty, administrators, and support personnel – developed understandings of what they can do to foster character development? Personal commitment to doing so? Skills to carry it out? Consistent habits of acting upon their developing capacities as character educators?

(c) **Student character:** To what extent do students manifest understanding of, commitment to, and action upon the core ethical values? Schools can, for example, gather data on various character-related behaviors: Has student attendance gone up? Fights and suspensions gone down? Vandalism declined? Drug incidents diminished?

Schools can also assess the three domains of character (knowing, feeling, and behaving) through anonymous questionnaires that measure student moral judgment (for example, "Is cheating on a test wrong?"), moral commitment ("Would you cheat if you were sure you wouldn't get caught?") and self-reported moral behavior ("How many times have you cheated on a test or major assignment in the past year?"). Such questionnaires can be administered at the beginning of a school's character initiative to get a baseline and again at later points to assess progress.

**For More Information Contact:  
The Character Education Partnership  
1-800-988-8081**

Slide # 1



## Concurrent Enrollment Issues for Higher Education Faculty Involved in EDNET Distance Education Classes at the High School



Slide # 2

<http://www.usoe.k12.ut.us/curr/zgtm/trainppt.html>

Slide # 3



## Concurrent Enrollment Issues

- **Modifications made in 1994**
  - Students no longer charged for tuition.
  - Number of courses taught could be increased.



Slide # 4



## Concurrent Enrollment Issues

### The Utah Core Curriculum

College classes should be at least the core.

Core Curriculum should be available.

High school and college credit available.

High school graduation requirements should be available to college instructor.



Slide # 5



## Concurrent Enrollment Issues

### The Utah Core Curriculum

<http://www.usoe.k12.ut.us/curr/instruction.html>



Slide # 6



## Concurrent Enrollment Issues

### Healthy Lifestyles/Health/HIV

**Because of the sensitive nature of teaching, the instructor should .**



Slide # 7



## Concurrent Enrollment Issues

**Be familiar with guidelines set by Utah State Board of Education. Handouts!**

**May not intentionally elicit comments or questions**



**subject to parental consent.**



Slide # 8



## Concurrent Enrollment Issues

### Healthy Lifestyles Curriculum

[http://www.usoe.k12.ut.us/curr/health/hiv/aids\\_home.html](http://www.usoe.k12.ut.us/curr/health/hiv/aids_home.html)

<http://www.uen.org/utahlink/UtahCore/Health.html>

**May need to carefully choose and limit content and discussion.**



## Concurrent Enrollment Issues

### Character Education Plan

Be aware of state core curriculum  
Values clarification topics should not be used in high school classes. Their open-ended nature does not lead to the Character Education Plan elements set forth by the Board of Education.



## Concurrent Enrollment Issues

Character Education gives educators and parents a process for infusing values into the entire school environment, including policies, curriculum, teaching strategies, relationships and school ethos.

## Concurrent Enrollment Issues

### Character Education Plan

[http://www.usoe.k12.ut.us/curr/char\\_ed/ched\\_home.html](http://www.usoe.k12.ut.us/curr/char_ed/ched_home.html)



## Concurrent Enrollment Issues

### Academic Freedom Issues

Teachers generally feel they have some degree of freedom in what they teach in school.  
Some areas of concern. You may have to leave your academic freedom suitcase at the school door.



## Concurrent Enrollment Issues

### Character Education

Helps students understand, care about, and act on core ethical values.  
Character/Citizenship Development is the underlying thread taught by all educators to all ages and in all areas.  
Utah State Strategic Plan

## Concurrent Enrollment Issues

Student Benefits:  
Character, Citizenship, Workplace skills.  
Respectful learning environment  
Creates safer schools and communities  
Foundation for academic excellence

## Concurrent Enrollment Issues

*Honesty, temperance, morality, courtesy, obedience to law, respect for the Constitution of the United States and the state of Utah, respect for parents and home, and the dignity and necessity of honest labor and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students for a richer, happier life shall be taught in connection with regular school work.*



## Concurrent Enrollment Issues

### Academic Freedom Issues

The freedom to advocate unpopular and controversial views in schools and classrooms must be balanced against society's countervailing interest in teaching students the boundaries of socially appropriate behavior.



Slide # 17



## Concurrent Enrollment Issues

### Academic Freedom Issues

A school need not tolerate student speech that is inconsistent with its basic educational mission, even though the government could not censor similar speech outside the school.



Slide # 19



## Concurrent Enrollment Issues

### Be aware of

School Schedules (Class times, Days, etc)  
Holidays  
Parent/Teacher conferences  
Assemblies  
Sports activities



Slide # 21



## Concurrent Enrollment Issues

**George T. W. Miller Jr.**

**EDNET Faculty Training Specialist**

**Utah State Office of Education**

**801-538-7790**

**gtmiller@usoe.k12.ut.us**



Slide # 18



## Concurrent Enrollment Issues

### Academic Freedom Issues

The courts have recognized an interest in protecting minors from exposure to vulgar and offensive spoken language vulgar speech and lewd conduct is [sic] wholly inconsistent with the fundamental values of public education.

» Bethel v Fraser, 478 U.S. #675-1986



Slide # 20



## Concurrent Enrollment Issues

### Most Important

Try to be flexible  
Be aware of graduation requirements  
Set realistic expectations  
Access to email, internet, voice mail, addresses  
Help with registration

